

COMMON SCHOOL ADVOCATE.

Published Monthly.

CINCINNATI, OHIO, MAY, 1839.

Vol. 2. No. 17.

CONTINUATION OF THE

Report on Elementary Public Instruction in Europe, made to the Thirty-sixth General Assembly of the State of Ohio, December 19, 1837—by Professor CALVIN E. STOWE, of Cincinnati.

COURSE OF INSTRUCTION IN THE COMMON SCHOOLS OF PRUSSIA AND WURTEMBERG.

The whole course comprises eight years, and includes children from the ages of six till fourteen; and it is divided into four parts, of two years each. It is a first principle that the children be well accommodated as to house and furniture. The school room must be well constructed, the seats convenient, and the scholars made comfortable, and kept interesting. The younger pupils are kept at school but four hours in the day—two in the morning and two in the evening, with a recess at the close of each hour. The older, six hours, broken by recesses as often as is necessary. Most of the school houses have a bathing place, a garden, and a mechanic's shop attached to them to promote the cleanliness and health of the children, and to aid in mechanical and agricultural instruction. It will be seen by the schedule which follows, that a vast amount of instruction is given during these eight years—and lest it should seem that so many branches must confuse the young mind, and that they must necessarily be but partially taught, I will say in the outset, that the industry, skill, and energy of teachers regularly trained to their business, and depending entirely upon it; the modes of teaching; the habit of always finishing whatever is begun; the perfect method which is preserved; the entire punctuality and regularity of attendance on the part of the scholars; and other things of this kind, facilitate a rapidity and exactness of acquisition and discipline, which may well seem incredible to those who have never witnessed it.

The greatest care is taken that acquisition does not go beyond discipline; and that the taxation of mind be kept entirely and clearly within the constitutional capacity of mental and physical endurance. The studies must never weary, but always interest—the appetite for knowledge must never be cloyed, but be kept always sharp and eager. These purposes are greatly aided by the frequent interchange of topics, and by lively conversational exercises. Before the child is even permitted to learn his letters, he is under conversational instruction, frequently for six months or a year; and then a single week is sufficient to introduce him into intelligible and accurate plain reading.

Every week is systematically divided, and every hour appropriated. The scheme for the week is written on a large sheet of paper, and fixed in a prominent part of the school-room, so that every scholar knows what his business will be for every hour in the week; and the plan thus marked out is rigidly followed.

Through all the parts of the course there are frequent reviews and repetitions, that the impressions left on the mind may be distinct, lively, and permanent. The exercises of the day are always commenced and closed with a short prayer; and the Bible and Hymn book are the first volumes put into the pupils' hands, and these books they always retain and keep in constant use during the whole progress of their education.

The general outline of the eight years' course is nearly as follows:

I. *First part, of two years, including children from six to eight years old—four principal branches, namely:*

1. Logical Exercises, or oral teaching in the exercise of the powers of observation and expression, including religious instruction and the singing of hymns;

2. Elements of Reading;

3. Elements of Writing;

4. Elements of Number, or Arithmetic.

II. *Second part, of two years, including children from eight to ten years old—seven principal branches, namely:*

1. Exercises in Reading;

2. Exercises in Writing;

3. Religious and Moral Instruction, in select Bible narratives;

4. Language, or Grammar;

5. Numbers or Arithmetic;

6. Doctrine of space and form, or Geometry;

7. Singing by note, or elements of Music.

III. *Third part, of two years, including children from ten to twelve years old—eight principal branches, namely:*

1. Exercises in Reading and Elocution;

2. Exercises in Ornamental Writing, preparatory to drawing;

3. Religious Instruction in the connected Bible history;

4. Language, or Grammar, with parsing;

5. Real Instruction, or knowledge of nature and the external world, including the first elements of the sciences and the arts of life—of geography and history;

6. Arithmetic, continued through fractions and the rules of proportion;

7. Geometry—doctrine of magnitudes and measures;

8. Singing, and science of vocal and instrumental music.

IV. *Fourth part, of two years, including children from twelve to fourteen years old—six principal branches, namely:*

1. Religious Instruction in the religious observation of nature; the life and discourses of Jesus Christ; the history of the Christian religion, in connection with the cotemporary civil history, and the doctrines of christianity;

2. Knowledge of the world and of mankind, including civil society, elements of law, mechanic arts, manufactures, &c.;

3. Language, and exercises in composition;

4. Application of arithmetic and the mathematics to the business of life, including surveying and civil engineering;

5. Elements of Drawing;

6. Exercises in singing, and the science of music.

We subjoin a few specimens of the mode of teaching under several of the above divisions.

I. *First part, children from six to eight years old.*

1. Conversations between the teacher and pupils, intended to exercise the powers of observation and expression.

The teacher brings the children around him, and engages them in familiar conversation with himself. He generally addresses them altogether, and they all reply simultaneously; but whenever necessary, he addresses an individual, and requires the individual to answer alone. He first directs their attention to the different objects in the school room, their position, form, color, size, materials of which they are made, &c., and requires precise and accurate descriptions. He then requires them to notice the various objects that meet their eye in the way to their respective homes; and a description of these objects and the circumstances under which they saw them, will form the subject of the next morning's lesson. Then the house in which they live; the shop in which their father works; the garden in which they walk, &c., will be the subject of the successive lessons; and in this way for six months or a year, the children are taught to study things, to use their own powers of observation, and speak with readiness and accuracy, before books are put into their hands at all. A few specimens will make the nature and utility of this mode of teaching perfectly obvious.

In a school in Berlin, a boy has assigned him for a lesson, a description of the re-

markable objects in certain directions from the school house, which is situated in Little Cathedral street. He proceeds as follows: "When I come out of the school house into Little Cathedral street and turn to the right, I soon pass on my left hand the Maria place, the Gymnasium and the Anklam gate.—When I come out of Little Cathedral street I see on my left hand the White Parade place, and within that, at a little distance, the beautiful statue of Frederick the Great, King of Prussia. It is made of white marble, and stands on a pedestal of variegated marble, and is fenced in with an iron railing. From here, I have on my right a small place, which is a continuation of the Parade place; and at the end of this, near the wall, I see St. Peter's church, or the Wall Street church, as it is sometimes called. This church has a green yard before it, planted with trees, which is called the Wall Church Yard. St. Peter's church is the oldest church in the city; it has a little round tower, which looks green, because it is mostly covered with copper, which is made green by exposure to the weather. When I go out of the school house to the lower part of Little Cathedral street by the Coal market, through Shoe street and Carriage street, I come to the castle. The castle is a large building, with two small towers, and is built around a square yard, which is called the Castle yard. In the castle there are two churches, and the King and his Ministers of State, and the Judges of the Supreme Court, and the Consistory of the church, hold their meetings there. From the Coal market, I go through Shoe street to the Hay market, and adjoining this is the New Market, which was formed after St. Nicholas' church was burnt, which formerly stood in that place. Between the Hay market and the New market is the City Hall, where the officers and magistrates of the city hold their meetings."

If a garden is given to a class for a lesson, they are asked the size of the garden, its shape, which they may draw on a slate with a pencil—whether there are trees in it—what the different parts of a tree are—what parts grow in the spring, and what parts decay in autumn, and what parts remain the same throughout the winter—whether any of the trees are fruit trees—what fruits they bear—when they ripen—how they look and taste—whether the fruit be wholesome or otherwise—whether it is prudent to eat much of it—what plants and roots there are in the garden, and what use is made of them—what flowers there are, and how they look, &c. The teacher may then read them the description of the garden of Eden in the second chapter of Genesis—sing a hymn with them, the imagery of which is taken from the fruits and blossoms of a garden, and explain to them how kind and bountiful God is, who gives us such wholesome plants and fruits, and such beau-

tiful flowers, for our nourishment and gratification.

The external heavens also make an interesting lesson. The sky—its appearance and color at different times; the clouds—their color, their varying form and movements; the sun—its rising and setting, its concealment by clouds, its warming the earth and giving it life and fertility, its great heat in summer, and the danger of being exposed to it unprotected; the moon—its appearance by night, full, gibbous, horned; its occasional absence from the heavens; the stars—their shining, difference among them, their number, distance from us, &c. In this connection the teacher may read to them the eighteenth and nineteenth psalms, and other passages of scripture of that kind, sing with them a hymn celebrating the glory of God in the creation, and enforce the moral bearing of such contemplations by appropriate remarks. A very common lesson is, the family and family duties—love to parents, love to brothers and sisters—concluding with appropriate passages from scripture, and singing a family hymn.

2. Elements of Reading.

After a suitable time spent in the exercises above described, the children proceed to learn the elements of reading. The first step is to exercise the organs of sound, till they have perfect command of their vocal powers, and this, after the previous discipline in conversation and singing, is a task soon accomplished. They are then taught to utter distinctly all the vowel sounds.—The characters or letters representing these sounds are then shown and described to them till the form and power of each are distinctly impressed upon their memories. The same process is then gone through in respect to diphthongs and consonants. Last of all, after having acquired a definite and distinct view of the different sounds, and of the forms of the letters which respectively represent these sounds, they are taught the names of these letters, with the distinct understanding that the *name* of a letter and the *power* of a letter, are two very different things.

They are now prepared to commence reading. The letters are printed in large form on square cards, the class stands up before a sort of rack, the teacher holds the cards in his hand, places one upon the rack, and a conversation of this kind passes between him and his pupils: What letter is that? H. He places another on the rack—What letter is that? A. I now put these two letters together, thus, (moving the cards close together,) Ha—What sound do these two letters signify? Ha. There is another letter—What letter is that? (putting it on the rack). R. I now put this third letter to the other two, thus, HAR—What sound do the three letters make? Har. There is another letter—What is it? D. I join this letter to the other three, thus, HARD—

What do they all make? Hard. Then he proceeds in the same way with the letters F-I-S-T; joins these four letters to the preceding four, HARD-FIST, and the pupils pronounce, *Hard-fist*. Then with the letters E and D, and joins these two to the preceding eight, and the pupils pronounce *Hard-fisted*. In this way they are taught to read words of any length—(for you may easily add to the above, N-E-S-S, and make *Hard-fistedness*)—the longest as easily as the shortest; and in fact they learn their letters; they learn to read words of one syllable and of several syllables, and to read in plain reading by the same process at the same moment. After having completed a sentence, or several sentences, with the cards and rack, they then proceed to read the same words and sentences in their spelling books.

3. Elements of Writing.

The pupils are first taught the right positions of the arms and body in writing, the proper method of holding the pen, &c.; and are exercised on these points till their habits are formed correctly. The different marks used in writing are then exhibited to them, from the simple point or straight line, to the most complex figure. The variations, form and position which they are capable of assuming, and the different parts of which the complex figures are composed, are carefully described, and the student is taught to imitate them, beginning with the most simple, then the separate parts with his pencil and slate. After having acquired facility in this exercise, he is prepared to write with his ink and paper. The copy is written upon the black-board; the paper is laid before each member of the class, and each has his pen ready in his hand awaiting the word of his teacher. If the copy be the simple point, or line, the teacher repeats the syllable *one, one*, slowly at first, and with gradually increasing speed, and at each repetition of the sound the pupils write. In this way they learn to make the mark both correctly and rapidly. If the figure to be copied consist of two strokes, (thus, 7,) the teacher pronounces *one, two, one, two*, slowly at first, and then rapidly as before; and the pupils make the first mark, and then the second, at the sound of each syllable as before. If the figure consist of three strokes (thus, 7,) the teacher pronounces *one, two, three*, and the pupils write as before. So when they come to make letters—the letter *a* has five strokes, thus, *a*. When that is the copy, the teacher says deliberately, *one, two, three, four, five*, and at the sound of each syllable the different strokes composing the letter are made; the speed of utterance is gradually accelerated, till finally the *a* is made very quickly, and at the same time neatly. By this method of teaching, a plain, neat and quick hand is easily acquired.

4. Elements of Number, or Arithmetic.

In this branch of instruction, I saw no

improvement in the mode of teaching not already substantially introduced into the best schools of our own country. I need not, therefore, enter into any details respecting them—excepting so far as to say that the student is taught to demonstrate and perfectly to understand the reason and nature of every rule before he uses it.

(See *Arithmetics*, by Colburn, Ray, Miss Beecher and others.)

II. *Second part—Children from eight to ten years of age.*

1. Exercises in Reading.

The object of these exercises in this part of the course, is to require the habit of reading with accuracy and readiness, with due regard to punctuation, and with reference to orthography. Sometimes the whole class read together, and sometimes an individual by himself, in order to accustom them to both modes of reading, and to secure the advantages of both. The sentence is first gone through with in the class, by distinctly spelling each word as it occurs; then by pronouncing each word distinctly without spelling it; a third time by pronouncing the words and mentioning the punctuation points as they occur. A fourth time, the sentence is read with the proper pauses indicated by the punctuation points, without mentioning them. Finally, the same sentence is read with particular attention to the intonations of the voice. Thus, one thing is taken at a time, and pupils must become thorough in each as it occurs, before they proceed to the next. One great benefit of the class reading together is, that each individual has the same amount of exercise as if he were the only one under instruction, his attention can never falter, and no part of the lesson escapes him. A skilful teacher once accustomed to this mode of reading, can as easily detect any fault, mispronunciation, or a negligence, in any individual, as if that individual were reading alone.

The process is sometimes shortened, and the sentence read only three times, namely—"according to the words, according to the punctuation, according to the life."

2. Exercises in Writing.

The pupils proceed to write copies in joining hand, both large and small, the principles of teaching being essentially as described in the first part of the course. The great object here is, to obtain a neat, swift, business hand. Sometimes without a copy they write from the dictation of the teacher; and in most cases instruction in orthography and punctuation is combined with that in penmanship. They are also taught to make and mend their own pens, and in doing this to be economical of their quills.

3. Religious and moral instruction in select Bible narratives.

In this branch of teaching the methods are various, and the teacher adopts the method best adapted in his judgment, to the

particular circumstances of his own school, or to the special objects which he may have in view with a particular class. Sometimes he calls the class around him and relates to them, in his own language, some of the simple narratives of the Bible, or reads it to them in the words of the Bible itself, or directs one of the children to read it aloud; and then follows a friendly, familiar conversation between him and the class; respecting the narrative, their little doubts are proposed and resolved, their questions put and answered, and the teacher unfolds the moral and religious instruction to be derived from the lesson, and illustrates it by appropriate quotations from the didactic and preceptive parts of the scripture. Sometimes he explains to the class a particular virtue or vice—a truth or a duty; and after having clearly shown what it is, he takes some Bible narrative which strongly illustrates the point in discussion, reads it to them, and directs their attention to it with special reference to the preceding narrative.

A specimen or two of these different methods will best show what they are:

(a) Read the narrative of the birth of Christ as given by Luke 2: 1-20. Observe, Christ was born for the salvation of men, so also for the salvation of children. Christ is the children's friend. Heaven rejoices in the good of men. Jesus, though so great and glorious, makes his appearance in a most humble condition. He is the teacher of the poor, as well as of the rich.

With these remarks compare other texts of the Bible:

"Jno. 3: 16. For God so loved the world that he gave his only begotten son, that whosoever believeth in him should not perish, but have everlasting life."

"I. Jno. 4: 9. In this was manifested the love of God towards us; because God sent his only begotten Son into the world that we might live through him."

"Mark 10: 14, 15. But when Jesus saw it he was much displeased, and said unto them, suffer little children to come unto me, for of such is the kingdom of God: Verily I say unto you, whosoever shall not receive the kingdom of God as a little child, he shall not enter therein."

And the lesson is concluded with singing a Christmas hymn.

Jesus feeds five thousand men: Jno. 6: 1-14.

God can bless a little so that it will do great good.

Economy suffers nothing to be lost—other texts Ps. 145: 15, 16.

"The eyes of all wait upon thee, and thou givest them their meat in due season."

"Thou openest thy hand and satisfiest the desire of every living thing." Matt. 6: 31-33.

Story of Cain and Abel. Gen. 4: 1-16.

Remarks.—Two men may do the same thing externally, and yet the merit of their acts be very different. God looks at the heart. Be careful not to cherish envy or ill will in the heart. You know not to what crimes they may lead you. Remorse and misery of the fratricide—other texts. Matt.

15: 19. Heb. 11: 4. I. Jno. 3: 12. Job, 34: 32.

"19. For out of the heart proceed evil thoughts, murders, adulteries, fornications, thefts, false witness, blasphemies."

"4. By faith Abel offered unto God a more excellent sacrifice than Cain, by which he obtained witness, that he was righteous, God testifying of his gifts; and by it he, being dead, yet speaketh."

"12. Not as Cain, who was of that wicked one, and slew his brother. And wherefore slew he him? Because his own works were evil, and his brother's righteous."

Story of Jesus in the temple. Luke 2: 41-52.

Jesus in his childhood was very fond of learning—he heard and asked questions; God's word was his delight, he understood what he heard and read—(men were astonished at his understanding and answers). He carefully obeyed his parents—he went with them and was subject to them). And as he grew up his good conduct endeared him to God and man—other texts. Eph. 6: 1-4. Prov. 3: 1-4.

"1. Children obey your parents, in the Lord: for this is right."

"2. Honor thy father and thy mother, (which is the first commandment with promise):"

"3. That it may be well with thee, and thou mayest live long on the earth."

"4. And, ye fathers, provoke not your children to wrath: but bring them up in the nurture and admonition of the Lord."

"1. My son, forget not my law; but let thine heart keep my commandments:

"2. For length of days, and long life, and peace, shall they add to thee."

"3. Let not mercy and truth forsake thee: bind them about thy neck; write them upon the table of thine heart:

"4. So shalt thou find favor and good understanding in the sight of God and man."

On the other mode of teaching, the teacher for example, states the general truth, that God protects and rewards the good, and punishes the bad. In illustration of this he reads to them the narrative of Daniel in the lion's den, and the death which overtook his wicked accusers. Dan. 6: In illustration of the same truth, the escape of Peter and the miserable death of his persecutor, Herod, may be read. Acts 12.

The teacher may impress upon the minds of his class, that diligence, scrupulous fidelity and conscientious self-control, are the surest guarantees of success in life. And in illustration of the statement, read the narrative of Joseph's conduct in his master's house in Egypt, and in the prison, and in the results of it. Gen. 39. So, also, various incidents in the life of Jesus may be used to great advantage in illustrating different virtues.

It is recommended that the teacher employ, in his instructions, the translation of the Scripture in general use among the people; but that he occasionally take the original Scriptures and read to the children, in his own translation, and sometimes use simple translations from different authors, that children may early learn to notice the di-

versities in different faithful translations, and see what they really amount to.

It is scarcely necessary to observe, that a teacher who understands his business and is faithful to his trust, will scrupulously abstain from sectarian peculiarities, or from casting odium on the tenets of any of the christian denominations. A man who has not magnanimity or enlargement of mind enough for this, is not fit to be employed as a teacher, even in the humblest branches of knowledge.

4. Language, or Grammar.

The knowledge of the native tongue; the ability to use it with correctness, facility and power, is justly regarded as one of the most important branches of common school instruction. It is the principal object of the *logical exercises*, or as they may be justly termed, *the exercises of thinking and speaking*, already described as the first subject of study in the first part of the course, before the child has begun to use his book at all.

In this second part of the course, grammar is taught directly and scientifically, yet by no means in a dry and technical manner. On the contrary, technical terms are carefully avoided, till the child has become familiar with the nature and use of the things designated by them, and he is able to use them as the names of ideas which have a definite existence in his mind, and not as awful sounds, dimly shadowing forth some mysteries of science into which he has no power to penetrate.

The first object is to illustrate the different parts of speech, such as the noun, the verb, the adjective, the adverb; and this is done by engaging the pupil in conversation and leading him to form sentences in which the particular part of speech to be learned shall be the most important word, and directing his attention to the nature and use of the word in the place where he uses it. For example, let us suppose the nature and use of the adverb is to be taught:—The teacher writes upon the black-board the words "here there, near," &c. He then says, "children we are all together in this room—by which of the words on the black board can you express this?" Children—"We are all *here*." Teacher—"Now look out of the window and see the church; what can you say of the church with the second word on the black-board?" Children—"The church is *there*." Teacher—"The distance between us and the church is not great; how will you express this by a word on the black-board?" Children—"The church is *near*." The fact that these different words express the same sort of relations is then explained, and accordingly that they belong to the same class, or are the same part of speech. The variation of these words is next explained. "Children, you say the church is near, but there is a shop between us and the church; what

will you say of the shop?" Children—"The shop is *nearer*." Teacher—"But there is a fence between us and the shop. Now when you think of the distance between us, the shop and the fence, what will you say of the fence?" Children—"The fence is *nearest*." So of other adverbs. "The lark sings *well*." Compare the singing of the lark with that of the canary bird. Compare the singing of the nightingale with that of the canary bird." After all the different sorts of adverbs and their variations have in this way been illustrated, and the pupils understand that all words of this kind are called *adverbs*, the definition of the adverb is given as it stands in the grammar, and the book is put into their hands to study the chapter on this topic. In this way the pupil understands what he is doing at every step of his progress, and his memory is never burdened with mere names to which he can attach no definite meaning.

The mode of teaching the subsequent branches is founded on the same general principles, and it may not be necessary to give particular examples.

5. Numbers, or Arithmetic.

6. Doctrine of space and form, or Geometry.

7. Singing by note, or Elements of Music.

The method of teaching music has already been successfully introduced into our own state, and whoever visits the schools of Messrs. Mason or Solomon, in Cincinnati, will have a much better idea of what it is than any description can give; nor will any one who visits these schools entertain a doubt that all children from six to ten years of age, are capable of learning to sing, and that this branch of instruction can be introduced into all our common schools with the greatest advantage, not only to the comfort and discipline of the pupils, but also to their progress in their other studies.

The students are taught from the black-board. The different sounds are represented by lines of different lengths, by letters, by figures, and by musical notes; and the pupils are thoroughly drilled on each successive principle before proceeding to the next.

III. Third part of two years—children from ten to twelve.

1. Exercises in Reading and Elocution.

The object of these exercises in this part of the course is to accustom the pupils to read in a natural and impressive manner, so as to bring the full force of the sentiment on those to whom they read. They are examined in modulation, emphasis, and the various intonations, and they often read sentences from the black-board in which the various modulations are expressed by musical notes or curved lines.

The evils of drawling and monotone are prevented in the outset by the method of teaching, particularly the practice of the

whole class reading together and keeping time. Short and pithy sentences, particularly the book of Proverbs, are recommended as admirably adapted to exercises of this kind.

2. Ornamental Writing introductory to Drawing.

The various kinds of ornamental letters are here practiced upon, giving accuracy to the eye and steadiness to the hand, preparatory to skill in drawing, which comes into the next part of the course. The pupils also practice writing sentences and letters, with neatness, rapidity and correctness.

3. Religious instruction in the connected Bible history.

The design here is to give to the student a full and connected view of the whole Bible history. For this purpose large tables are made out and hung before the students. These tables are generally arranged in four columns; the first, containing the names of the distinguished men during a particular period of Bible history; the second, the dates; the third, a chronological register of events; and the fourth, the particular passages of the Bible where the history of these persons and events may be found. With these tables before the pupils, the teacher himself, in his own words, gives a brief conversational outline of the principal characters and events within a certain period, and then gives directions that the scriptural passages referred to, be carefully read. After this is done the usual recitation and examination takes place. Some of the more striking narratives, such as the finding of Moses on the banks of the Nile; Abraham offering his son; the journey of the wise men to do homage to Christ; the crucifixion; the conversion of Paul, &c., are committed to memory in the words of the Bible, and the recitation accompanied with the singing of a hymn alluding to these events. The moral instruction to be derived from each historical event is carefully impressed by the teacher. The teacher also gives them a brief view of the history between the termination of the Old and the commencement of the New Testament, that nothing may be wanting to a complete and systematic view of the whole ground. Thus the whole of the historical part of the Bible is studied thoroughly, and systematically, and practically, without the least sectarian bias, and without a moment being spent on a single idea that will not be of the highest use to the scholar during all his future life.

4. Language and Grammar.

There is here a continuation of the exercises in the preceding parts of the course, in a more scientific form, together with parsing of connected sentences, and writing from the dictation of the teacher, with reference to grammar, orthography and punctuation. The same principle alluded to before, of avoiding technical terms till the

things represented by those terms are clearly perceived, is here carefully adhered to. A single specimen of the manner in which the modes and tenses of the verb are taught, may be sufficient to illustrate my meaning. The teacher writes on the black-board a simple sentence, as "The scholars learn well;" and asks the class what sort of a sentence it is. They reply that it is a direct statement of a fact. (Teach.) Put it in the form of a command. (Class.) "Scholars, learn well." (Teach.) Put it in a question form. (Class.) "Do the scholars learn well?" (Teach.) Of a wish. (Class.) May the scholars learn well! (Teach.) Of an exclamation. (Class.) How well the scholars learn! (Teach.) The conditional form. (Class.) If the scholars learn well; or should the scholars learn well. (Teach.) Of necessity. (Class.) The scholars must learn well. (Teach.) Of ability. (Class.) The scholars can learn well, &c., &c. They are then taught that the direct statement is called the indicative mode of the verb; the command, the imperative mode; the conditional, the subjunctive mode; the wish, the potential mode, &c., &c.—and after this the book is put into their hands and they study the lesson as it stands. After this the different tenses of the several modes are taught in the same way.

5. Real instruction, or knowledge of nature and the external world, including the first elements of the natural sciences, the arts of life, geography and history. Instruction on this head is directed to the answering of the following questions, namely:

(a) What is man, as it respects his corporeal and intellectual nature?

Here comes anatomy and physiology, so far as the structure of the human body is concerned, and the functions of its several parts.

Also the simple elements of mental philosophy. In this connection appropriate texts of scripture are quoted, as Gen. 2: 7. Ps. 139: 13-16. An appropriate hymn is also sung.

"7. And the Lord God formed man of the dust of the ground, and breathed into his nostrils the breath of life: and man became a living soul."

"14. I will praise thee; for I am fearful and wonderfully made: marvellous are thy works; and that my soul knowest right well."

"15. My substance was not hid from thee, when I was made in secret and curiously wrought in the lowest parts of the earth."

"16. Thine eyes did see my substance, yet being imperfect; and in thy book all my members were written, which in continuance were fashioned, when as yet there was none of them."

(b) What does man need for the preservation and cheerful enjoyment of life, as it respects his body and mind? For his body he needs food; the different kinds of food and the mode of preparing them, are here brought to view; the unwholesomeness of some kinds of food; injuriousness of improper food; cooking; evils of gluttony. The different kinds of clothing and modes of

preparing them; what sort of dress is necessary to health; folly and wickedness of vanity and extravagance. *Dwellings*; materials of which houses are constructed; mode of constructing them; different trades employed in their construction.

For the mind, man needs *society*; the family and its duties; the neighborhood and its duties. Intellectual, moral, and religious cultivation; the school and its duties; the church and its duties. For the body and mind both, he needs *security* of person and property; the government; the legislature; the courts, &c.

(c) Where and how do men find the means to supply their wants, and make themselves comfortable and happy in this life?

The vegetable, the mineral, and the animal kingdoms are here brought to view, for materials; together with agriculture and manufactures as the means of converting these materials to our use. Geography, with special reference to the productions of countries, and their civil, literary and religious institutions; towns, their organization and employments. Geography is sometimes taught by blank charts, to which the students are required to affix the names of the several countries, rivers, mountains, principal towns, &c., and then state the productions and institutions for which they are remarkable. Sometimes the names of countries, rivers, &c., are given, and the pupil is required to construct an outline chart of their localities.

In respect to all the above points, the native country is particularly studied, its capabilities, its productions, its laws, its institutions, its history, &c., are investigated, with especial reference to its ability of supplying the physical, social and moral wants of its inhabitants. Under this head the pupils are taught to appreciate their native country, to venerate and love its institutions, to understand what is necessary to their perfection, and to imbibe a spirit of pure and generous patriotism. It is scarcely necessary to add, that all the instruction under this 5th head, is confined to the fundamental and simplest principles of the several branches referred to.

6. Arithmetic continued through fractions and the rules of proportion.

7. Geometry, doctrines of magnitudes and measures.

8. Singing and science of local and instrumental music.

IV. *Fourth part of two years—children from twelve to fourteen.*

1. Religious instruction, in the religious observation of nature, the life and discourses of Jesus Christ, the history of the christian religion, in connection with the cotemporary civil history, and the principal doctrines of the christian system.

The first topic of instruction mentioned under this head is one of peculiar interest and utility. The pupils are taught to ob-

serve with care and system, the various powers and operations of nature, and to consider them as so many illustrations of the wisdom, power, and goodness of the Creator, and at each lesson they are directed to some appropriate passage of the Bible, which they read and commit to memory; and thus the idea is continually impressed on them, that the God of nature, and the God of the Bible, are one and the same Being.

For example, as introductory to the whole study, the first chapter of Genesis, together with some other appropriate passage of scripture, as the 147th Psalm, or the 38th chapter of Job, may be read and committed to memory. The surface of the earth, as illustrating the power and wisdom of God, may be taken as a lesson. Then the varieties of surface, as mountains, valleys, oceans, and rivers, continents, and islands, the height of mountains, the breadth of oceans, the length of rivers, remarkable cataracts, extended caverns, volcanoes, tides, &c., may be taken into view, and the teacher may impress upon the class the greatness, power, and intelligence necessary for such a creation. The whole is fortified by the application of such a passage as Psalm 104: 1-13.

"1. Bless the Lord, O my soul. O Lord, my God, thou art very great; thou art clothed with honor and majesty."

"2. Who coverest thyself with light as with a garment; who stretchest out the heavens like a curtain;

"3. Who layest the beams of his chambers in the water: who maketh the clouds his chariot: who walketh upon the wings of the wind:

"4. Who maketh his angels spirits; his ministers a flaming fire:

"5. Who laid the foundation of the earth, that it should not be removed forever."

"6. Thou coveredst it with the deep as with a garment: the waters stood above the mountains."

"7. At thy rebuke they fled; at the voice of thy thunder they hasted away."

"8. They go up by the mountains; they go down by the valleys unto the place which thou hast founded for them."

"9. Thou hast set a bound that they may not pass over; that they turn not again to cover the earth."

"10. He sendeth the springs in the valleys, which run among the hills."

"11. They give drink to every beast of the field; the wild asses quench their thirst."

"12. By them shall the fowls of the heaven have their habitation, which sing among the branches."

"13. He watereth the hills from his chambers: the earth is satisfied with the fruit of thy works."

"24. O Lord, how manifold are thy works! in wisdom hast thou made them all: the earth is full of thy riches."

"25. So is this great and wide sea, wherein are things creeping innumerable, both small and great beasts."

"26. There go the ships; there is that leviathan, whom thou hast made to play therein."

The fruitfulness and beauty of the earth, as illustrating the wisdom and goodness of God, may serve as another lesson. Here may be exhibited the beauty and variety of

the plants and flowers with which the earth is adorned—the manner of their growth and self-propagation, their utility to man and beast, their immense number and variety, their relations to each other as genera and species; trees and their varieties, their beauty and utility, their timber and their fruit; and, in connection with this lesson, Psalm 104: 14–34, may be committed to memory:

"14. He causeth the grass to grow for the cattle, and herb for the service of man: that he may bring forth fruit out of the earth;

"15. And wine that maketh glad the heart of man, and oil to make his face to shine, and bread which strengtheneth man's heart.

"16. The trees of the Lord are full of sap; the cedar of Lebanon which he hath planted;

"17. Where the birds make their nests; as for the stork, the fir-trees are her house.

"18. The high hills are a refuge for the wild goats, and the rocks for the conies.

"19. He appointeth the moon for seasons: the sun knoweth his going down.

"20. Thou makest darkness, and it is night: wherein all the beasts of the forests do creep forth.

"21. The young lions roar after their prey, and seek their meat from God.

"22. The sun ariseth, they gather themselves together, and lay them down in their dens.

"23. Man goeth forth to his work and to his labor until the evening."

"27. These wait all upon thee; that thou mayest give them their meat in due season.

"28. That thou givest them they gather; thou openest thine hand, they are filled with good.

"29. Thou hidest thy face, they are troubled; thou takest away their breath, they die, and return to their dust.

"30. Thou sendest forth thy spirit, they are created; and thou renewest the face of the earth.

"31. The glory of the Lord shall endure forever; the Lord shall rejoice in his works.

"32. He looketh on the earth, and it trembleth: he toucheth the hills and they smoke.

"33. I will sing unto the Lord as long as I live: I will sing praise unto my God while I have my being.

"34. My meditation of him shall be sweet: I will be glad in the Lord."

In like manner, the creation and nourishment, the habits and instincts of various animals may be contemplated in connection with Proverbs 6: 5–8; Psalm 104: 17–22; Proverbs 30: 24–31; Genesis 1: 20–24; Psalms 105: 15–17.

"6. Go to the ant, thou sluggard; consider her ways, and be wise:

"7. Which having no guide, overseer or ruler,

"8. Provideth her meat in the summer, and gathereth her food in the harvest.

"24. There be four things which are little on the earth but they are exceeding wise:

"25. The ants are a people not strong, yet they prepare their meat in the summer.

"26. The conies are but a feeble folk, yet they make their houses in the rocks.

"27. The locusts have no king, yet they go forth all of them by bands;

"28. The spider taketh hold with her hands, and is in king's palaces.

"29. There be three things which go well, yea, four are comely in going.

"30. A lion, which is strongest among beasts, and turneth not away for any;

"31. A greyhound; an he-goat also; and a king against whom there is no rising up."

"24. And God said, Let the earth bring forth

the living creature after his kind, cattle, and creeping thing, and beast of the earth after his kind: and it was so.

"25. And God made the beast of the earth after his kind, and cattle after their kind, and every thing that creepeth upon the earth after his kind: and God saw that it was good."

"15. the eyes of all wait upon thee; and thou givest them their meat in due season.

"16. Thou openest thine hand, and satisfiest the desire of every living thing.

"17. The Lord is righteous in all his ways, and holy in all his works."

The phenomena of light and color, the nature of the rainbow, &c., may make another interesting lesson, illustrating the unknown forms of beauty and glory which exist in the Divine Mind, and which He may yet develop in another and still more glorious world; in connection with Gen. 1, 3, 5, 9, 13, 14, and other passages of like kind.

So the properties of the air, wind and storm, Job 28, 25–28, 33, 34, 35. Psalms 148: 8.

"33. Knowest thou the ordinances of heaven? canst thou set the dominion thereof in the earth?

"34. Canst thou lift up thy voice to the clouds, that abundance of waters may cover thee?

"35. Canst thou send lightnings, that they may go, and say unto thee, Here we are!

"36. Who hath put wisdom in the inward parts? or who hath given understanding to the heart?

"37. Who can number the clouds in wisdom? or who can stay the bottles of heaven?"

Then the heavens, the sun, moon, planets, fixed stars and comets, the whole science of astronomy, as far as it can be introduced with advantage into common schools, can be contemplated in the same way. The enlightening, elevating and purifying moral influence of such a scheme of instruction, carried through the whole system of nature, must be clearly obvious to every thinking mind, and its utility, considered merely with reference to worldly good, is no less manifest.

The second topic of religious instruction is more exclusively scriptural. The life of Christ, and the history of the Apostles, as given in the New Testament, are chronologically arranged, and tables formed as before. (III. 3.) The discourses of Christ are examined and explained in their chronological arrangement, and in the same way the discourses and epistles of the apostles. The history of christianity, in connection with the cotemporary civil history, is taught in a series of conversational lectures. To conclude the whole course of religious instruction, a summary of the christian doctrine is given in the form of some approved catechism.

2. Knowledge of the world and of mankind, including civil society, constitutional law, agriculture, mechanic arts, manufactures, &c.

This is a continuation and completion in a more systematic form of the instruction commenced in III. 5. The course begins with the family, and the first object is to construct a habitation. The pupil tells

what materials are necessary for this purpose, where they are to be found, how brought together and fitted into the several parts of the building. The house must now be furnished. The different articles of furniture and their uses are named in systematic order, the materials of which they are made, and the various trades employed in making them are enumerated. Then comes the garden, its tools and products, and whatever else is necessary for the subsistence and physical comfort of a family. Then the family duties and virtues, parental and filial obligation and affection; rights of property, duties of neighborhoods; the civil relations of society; the religious relations of society; the state, the fatherland, &c.; finally geography, history and travels. Books of travels are compiled expressly for the use of schools, and are found to be of the highest interest and utility.

3. Language and exercises in composition.

The object here is to give the pupils a perfect command of their native tongue and ability to use it on all occasions with readiness and power. The first exercises are on simple questions, such as—"Why ought children to love and obey their parents?"—or they are short descriptions of visible objects, such as a house, a room, a garden, &c. There are also exercises on the various forms of expressing the same idea, as "the sun enlightens the earth." "The earth is enlightened by the sun." "The sun gives light to the earth." "The earth receives light from the sun." "The sun is the source of light to the earth." "The sun sends out its rays to enlighten the earth." "The earth is enlightened by rays sent out from the sun," &c. There are exercises also of the same sort, or metaphors and other figures of speech—familiar letters are then written and short essays on themes such as may be furnished by texts from the book of Proverbs and other sentences of the kind; and thus gradual advancement is made to all the higher and graver modes of composition.

4. Application of arithmetic and mathematics to the business of life, including surveying, civil engineering, &c.

The utility of this branch of instruction and the mode of it, after what has already been said, are probably too obvious to need any further illustration.

5. Elements of Drawing.

For this the pupils have already been prepared by the exercises in ornamental writing in the previous part of the course.—They have already acquired that accuracy of sight and steadiness of hand which are among the most essential requisites to drawing well. The first exercises are in drawing lines, and the most simple mathematical figures, such as the square, the cube, the triangle, the parallelogram: generally from wooden models placed at some little

distance on a shelf, before the class. From this they proceed to architectural figures, such as doors, windows, columns, and facades. Then the figures of animals, such as a horse, a cow, an elephant—first from other pictures, and then from nature. A plant, a rose, or some flower is placed upon a shelf and the class make a picture of it. From this they proceed to landscape painting, and the higher branches of the art, according to their time and capacity. All learn enough of drawing to use it in the common business of life, such as plotting a field, laying out a canal, or drawing the plan of a building; and many attain to a high degree of excellence.

6. Exercises in singing and science of music.

The instruction of the previous parts are extended as far as possible, and include singing and playing at sight, and the more abstruse and difficult branches of the science and art of music.

CHARACTER OF THE SYSTEM.

The striking features of this system, even in the hasty and imperfect sketch which my limits allow me to give, are obvious even to superficial observation. No one can fail to observe its great completeness, both as to the number and kind of subjects in it, and as to its adaptedness to develop every power of every kind, and give a useful direction. What topic in all that is necessary for a sound business education is here omitted? I can think of nothing, unless it be one or two of the modern languages, and these are introduced wherever it is necessary, as has already been seen in the study sheet of Dr. Diesterweg's seminary, inserted on a preceding page of this report. I have not taken the course precisely as it exists in any one school, but have combined from an investigation of many institutions, the features which I supposed would most fairly represent the whole system. In the Rhinish provinces of Prussia, in a considerable part of Bavaria, Baden and Wirtemberg, French is taught as well as German; in the schools of Prussian Poland, German and Polish are taught; and even English, in the Russian schools of Constadt and Archangel, where so many English and American merchants resort for the purposes of trade. Two languages can be taught in a school quite as easily as one, provided the teacher be perfectly familiar, as any one may see by visiting Mr. Solomon's school in Cincinnati, where all the instruction is given both in German and English.

What faculty of mind is there that is not developed in the scheme of instruction sketched above? I know of none. The perceptive and reflective faculties, the memory and the judgment, the imagination and the taste, the moral and religious faculty, and even the various kinds of physical and manual dexterity, all have opportunity for

development and exercise. Indeed, I think the system in its great outlines, as nearly complete as human ingenuity and skill can make it; though undoubtedly some of its arrangements and details admit of improvement; and some changes will of course be necessary in adapting it to the circumstances of different countries.

The entirely practical character of the system is obvious throughout. It views every subject on the practical side, and in reference to its adaptedness to use. The dry technical abstract parts of science are not those first presented; but the system proceeds, in the only way which nature ever pointed out, from practice to theory, from parts to demonstrations. It has often been a complaint in respect to some systems of education, that the more a man studied, the less he knew of the actual business of life. Such a complaint cannot be made in reference to this system, for being intended to educate for the actual business of life, this object is never for a moment lost sight of.

Another striking feature of the system is its moral and religious character. Its morality is pure and elevated, its religion entirely removed from the narrowness of sectarian bigotry. What parent is there, loving his children and wishing to have them respected and happy, who would not desire that they should be educated under such a kind of moral and religious influence as has been described? Whether a believer in revelation or not, does he not know that without sound morals there can be no happiness, and that there is no morality like the morality of the New Testament? Does he not know that without religion, the human heart can never be at rest, and that there is no religion like the religion of the Bible? Every well informed man knows, that, as a general fact, it is impossible to impress the obligations of morality with any efficiency on the heart of a child, or even on that of an adult, without an appeal to some mode which is sustained by the authority of God; and for what code will it be possible to claim this authority if not for the code of the Bible?

But perhaps some will be ready to say, the scheme is indeed an excellent one, provided only it were practicable; but the idea of introducing so extensive and complete a course of study into our common schools is entirely visionary and can never be realized. I answer, that it is no theory which I have been exhibiting, but a matter of fact, a copy of actual practice. The above system is no visionary scheme emanating from the closet of a recluse, but a sketch of the course of instruction now actually pursued by thousands of schoolmasters in the best district schools that have ever been organized. It can be done, for it has been done, it is now done, and it ought to be done. If it can be done in Europe, I believe it can be done in the United States; if it can be

done in Prussia, I know it can be done in Ohio. The people have but to say the word and provide the means, and the thing is accomplished; for the word of the people here is even more powerful than the word of the King there; and the means of the people here, are altogether more abundant for such an object than the means of the sovereign there. Shall this object, then, so nearly within our reach, fail of accomplishment? For the honor and welfare of our State, for the safety of our whole nation, I trust it will not fail; but that we shall soon witness in this commonwealth the introduction of a system of common school instruction, fully adequate to all the wants of our population.

But the question occurs, *how* can this be done? I will give a few brief hints as to some things which I suppose to be essential to the attainment of so desirable an end.

MEANS OF SUSTAINING THE SYSTEM.

1. Teachers must be skilful, and trained to their business. It will at once be perceived, that the plan above sketched out proceeds on the supposition that the teacher has fully and distinctly in his mind the whole course of instruction, not only as it respects the matter to be taught, but also as to all the best modes of teaching, that he may be able readily and decidedly to vary his method according to the peculiarities of each individual mind which may come under his care. This is the only true secret of successful teaching. The old mechanical method, in which the teacher relies entirely on his text-book, and drags every mind along through the same dull routine of creeping recitation, is utterly insufficient to meet the wants of our people. It may do in Asiatic Turkey, where the whole object of the school is to learn to pronounce the words of the Koran in one dull, monotonous series of sounds; or it may do in China, where men must never speak or think out of the old beaten track of Chinese imbecility; but it will never do in the United States, where the object of education ought to be to make immediately available for the highest and best purposes, every particle of real talent that exists in the nation. To effect such a purpose, the teacher must possess a strong and independent mind, well disciplined, and well stored with every thing pertaining to his profession, and ready to adapt his instructions to every degree of intellectual capacity, and every kind of acquired habit. But how can we expect to find such teachers, unless they are trained to their business? A very few of extraordinary powers may occur, as we sometimes find able mechanics, and great mathematicians, who had no early training in their favorite pursuits; but these few exceptions to a general rule will never multiply fast enough to supply our schools with able teachers.

[To be continued.]

ECLECTIC SCHOOL BOOKS.

ECLECTIC PRIMER,
ECLECTIC PROGRESSIVE SPELLING BOOK,
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RAY'S ECLECTIC ARITHMETIC,
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RAY'S RULES AND TABLES,
BEECHER'S MORAL INSTRUCTOR,
MANSFIELD'S POLITICAL GRAMMAR,
SMITH'S PRODUCTIVE GRAMMAR,
MASON'S YOUNG MINSTREL, a new Juvenile Music Book.

Louisville, Ky., April 23, 1838.

To the Publishers of the Eclectic Series of School Books.

GENTLEMEN:—It is some months since the appearance of the "Eclectic School Books" in this city; and we are happy to say, that they receive the hearty approbation of both teachers and parents, and excite a deep interest in the minds of the scholars. These books have been arranged by practical and efficient teachers. President McGuffey, the principal one, is the most popular and useful lecturer on the subject of education that has ever honored our city. His singular and happy talent of illustrating whatever he undertakes, in a manner so clear and forcible, as to carry conviction to every rational mind, has enabled him to adapt his books to the heart, the feelings, and reason of those for whom they are intended.

The "Eclectic Arithmetic," by Dr. Ray, is decidedly a popular work, receiving the approbation of intelligent and practical teachers; and is well calculated to receive a wide and extensive circulation. Indeed the character of the individuals engaged in the preparation of this series, is a sufficient guarantee of their great value. Should any one, however, doubt the merit of these books, he has only to examine them to have his doubts removed.

We should, therefore, be pleased to see these valuable books introduced into all our schools; and we will cheerfully use every laudable effort to accomplish this object, by which a greater uniformity of books may be used throughout our city, and thus obviate the great perplexity and increased expense incident to frequent change.

JAMES BROWN,

Professor in Louisville Collegiate Institute.

O. L. LEONARD,

Principal of Inductive Seminary.

JOSEPH TOY,

Principal of City School No. 5.

L. W. ROGERS,

Principal Female Department, Centre School.

E. HYDE,

Principal Teacher City School No. 7.

LYDIA R. ROGERS,

Principal Teacher Louisville City School No. 6.

I consider it a misfortune that there is so great a variety of school books—they all have many excellencies, but are deficient in proper arrangement and adaptation.

I have no hesitancy in giving my most unequalled preference to the Eclectic Series, by President McGuffey and others, and shall introduce them into all the city schools so far as my influence extends.

SAM'L. DICKINSON,

Superintendent of City Schools for the City of Louisville.

I have seldom examined a new school book with so much pleasure, as the "Moral Instructor," by Miss Catherine Beecher. Its design—to cultivate the moral feelings, to educate the prin-

ciples, and to form the manners of children, is too important to receive the simple approval, or the transient consideration of parents and teachers. Clear, accurate, comprehensive and systematic instruction of this character, should be given in all the schools of the United States. The work is well executed—decidedly a happy effort of one of Nature's favorite and appointed guardians for the young. The selection of subjects—the views presented—and the style of composition, with the scriptural references, must be apparent excellencies to all. Eminently qualified teachers alone, can be regarded of equal value, in the great work of education, to such manuals as this. It will be introduced into the preparatory department of the Collegiate Institute. The "Eclectic Readers," by President McGuffey, are already in use.

B. F. FARNSWORTH,

Principal of the Collegiate Institute of Louisville.

Ray's Eclectic Arithmetic. This is one of a valuable series of school books; the author treats the subject on the inductive method, explaining general principles by the analysis of particular questions; which, I think, is the only method of teaching the subject successfully; he has given numerous and well selected examples, which furnish ample room for the process of induction and illustration. We think these examples had been better without the answers. We regard the work, however, as a decided improvement on most of those now in use—and hope it will receive, as it deserves, extensive patronage. The work will be used in the Collegiate Institute of Louisville.

J. H. HARNEY,

Professor of Mathematics in Louisville Col. Ins.

I have examined the "Eclectic Progressive Spelling Book," and say, after six years practice, I believe it to be the best arranged and adapted for our primary department of any I have met with.

The "Moral Instructor," by Miss Beecher, I pronounce as one well prepared to effect the end for which it was written. It is calculated to enlist the attention of the child, which is a point of paramount importance. Would to God we had many such Miss Beechers.

S. B. LATIMER,

Prin. of M. Dep., Center School, Louisville.

After using some of the "Eclectic School Books" with much satisfaction for several months, and a careful examination of all that have come into my hands, I can conscientiously express a wish that their already extensive circulation may become general, and supersede the use of that rubbish with which our country is inundated.

J. HENRY SMITH,

Prof. of Languages, Mathematics, &c. Louisville.

Madison, Ia., April 24, 1838.

I have read parts of the "Moral Instructor," by Miss Beecher, and consider it a valuable book for schools. It deserves to be extensively introduced, and in the hands of a competent teacher cannot fail to be highly useful.

WM. TWINING,

Principal of Madison Institute.

New Albany, Ia., April 21, 1838.

I most cordially concur with the many testimonials from practical teachers in the west, in favor of the Eclectic Series of School Books.

They are in perfect keeping with the new era now beginning to dawn upon Education, in this and in other lands. A thorough trial of them in my school, has convinced me, that they, both as to manner and matter, contain a freshness and an adaptation to juvenile mind, no where else to be found. Yours, with respect.

W. B. SPENCE,

Principal of Select Academy.

COMMON SCHOOLS—NEW YORK.

In the recent distribution of the surplus funds in New York, \$45,000 were appropriated annually, for the purchase of *Common School Libraries*. This is one of the most commendable applications of money to the purpose of public instruction. To furnish a boy with inviting and useful books, is to furnish him with both the incentive to and the means of learning. Few boys, who will not take advantage of such means, can be relied on for a successful cultivation of their intellect. If we should recommend any specific acts to School Directors, as necessary to success in their enterprise, one of them would be the establishment of School Libraries, composed of such entertaining and general knowledge, travels and biography, for example, as would lead the mind of a youth to seek knowledge and attain general information.—*Cin. Gaz.*

TO SUBSCRIBERS.

This paper has been established for the purpose of promoting Primary Schools in the Southern and Western States. It will be furnished *gratis* to all Teachers, male and female. It can be sent by mail to any part of the country for a very trifling postage.

Among many eminent teachers who will furnish articles for this paper, are EDWARD D. MANSFIELD, Professor of Constitutional Law in Cincinnati College and Inspector of Common Schools. LYMAN HARDING, Professor in Cincinnati College and Principal of the Preparatory Department of that Institution; C. L. TELFORD, Professor in Cincinnati College. It is also expected that Professor Calvin E. Stowe will give the assistance of his pen. Professor Stowe has recently returned from Europe, where he has spent the last year, and will be able to furnish highly interesting information in regard to the systems of instruction in Prussia, Germany, Switzerland, and other parts of the continent.

The paper will take no part in sectarianism or politics, but the leading object shall be to show the influence and importance of schools—to interest the leading prominent men in their improvement—to make known and excite to proper action, the indifference and apathy of parents—to show the want and necessity of well qualified teachers—to point out the defects in the prevailing systems of instruction, and the evils from bad school government—to suggest remedies for these defects in teaching and government—to recommend proper school books—to describe the wrong structure and location of school-houses, and to suggest plans for their improvement—to prevail on trustees, inspectors and commissioners of schools to be faithful in the performance of their whole duties—and, in a word, to urge, by all proper means, every member of the community to give its earnest co-operation with our Common Schools.

All Letters and Subscriptions should be directed, (post paid) to the "COMMON SCHOOL ADVOCATE," Cincinnati, Ohio.—The publishers will take no Letters from the Post Office upon which the postage has not been paid. This regulation will be strictly observed in all cases.

In selecting matter for this paper, extracts have been freely made from the "Common School Assistant," published in the State of New York, and edited by that untiring friend of Common Schools, J. O. Taylor. Also, from "The Annals of Education," the "School Teachers' Friend" by Dwight; the volumes of the "American Institute of Instruction," and many other valuable works not accessible to most teachers.

NOTICE.—Having made a change in our printer, the future numbers of the "Advocate," will be punctually issued on the first day of each month.